

## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

### 7.7.1.—Sun Gods and Jaguar Kings



This unit allows students to fully investigate the interactions of diverse peoples and environments. Students begin by examining the relationships between the economic growth and the decline of communities which are built on a single natural resource. They look at landforms, climates, and ecosystems in Latin America. Students examine historical documents to develop an understanding of the types of resources valued by ancient Meso-American cultures and explore the Aztec numbering system. Students investigate how natural resources formed the basis of economic and trading systems. They learn the components of urban societies through reading about an ancient city. They explore how climate and types of ecosystems affect the economy, trade, and development of urban societies.

		COMMON CORE STANDARDS													
		RH.6–8.2	RH.6–8.3	RH.6–8.4	RH.6–8.5	RH.6–8.7	RH.6–8.8	WHST.6–8.2	WHST.6–8.4	WHST.6–8.8	SL.7.1	SL.7.2	SL.7.4	L.7.5	L.7.6
LESSONS	California Connections	✓		✓	✓		✓	✓						✓	✓
	1	✓		✓				✓	✓		✓			✓	✓
	2			✓		✓					✓	✓			
	3			✓		✓					✓				✓
	4			✓		✓					✓				✓
	5			✓		✓			✓	✓	✓	✓	✓		✓
	6		✓	✓		✓		✓	✓		✓	✓	✓		
	Traditional Assessment					✓		✓							✓
	Alternative Assessment					✓		✓							

**Note:** For your reference, the list of California Common Core State Standards abbreviations is on the following page.

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies Subjects
- **SL:** Speaking and Listening Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

**Note:** Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 18 of this document.

## A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class, Pairs (optional)
- **Lesson 2:** Whole class, Groups of 4
- **Lesson 3:** Whole class, Groups of 4
- **Lesson 4:** Whole class, Groups of 4
- **Lesson 5:** Whole class and 5 groups
- **Lesson 6:** Whole class and small working groups

## National Geographic Resources

- **Political** wall map (Lesson 1)

## Unit Assessment Options

Assessments	Common Core Standards Applications
<b>Traditional Assessment</b>	
Students label a map and draw borders around designated areas. They answer eight multiple choice questions, define five vocabulary terms and answer four short answer questions. Then students complete a chart on the seven components of Urban Societies.	<p><b>L.7.6:</b> Acquire and use accurately...domain-specific words...</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts...or maps) with other information in print...</p> <p><b>WHST.6–8.2b:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details...and examples.</p>
<b>Alternative Assessment</b>	
Students label a map and provide written responses to 4 questions. Then they write a two paragraph essay describing how the location, landforms, and climate of the area affected the development, trade, and economy of urban society.	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts...or maps) with other information in print...</p> <p><b>WHST.6–8.2b:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details...and examples.</p>

## Lesson 1: From Riches to Ruin—Tales of Two Cities

Students read about the economic rise and fall of two California towns: Bodie and China Camp. They read a similar history of an ancient Maya city—Copán. Using a chart and responding to questions, they compare factors involved in the “booms” and “busts” of cities in the past and present.



## National Geographic Resources

### ■ Political wall map

Use this correlation in conjunction with the **Procedures** located on pages 38–39 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p> <p><b>Suggestion:</b> <i>Mainly focus on the Key Vocabulary listed in each lesson. Also emphasize the vocabulary words which will be on the unit assessment.</i></p>	<p><b>L.7.5:</b> Demonstrate understanding of... word relationships...</p> <p>b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>RH.6–8.4:</b> Determine the meaning of words...including vocabulary specific to...history/social studies.</p>
<p><b>Step 3:</b> Distribute a <b>Student Edition</b> to each student. Tell them to turn to <b>California Connections: From Boom to Bust, California Ghost Towns</b> (Student Edition, pages 2–5). As a class, read the story, asking individual student to read a paragraph aloud as the class follow along. As you encounter Bodie and China Camp ghost towns, draw students’ attention to the <b>Political</b> wall map and point to the location of each of these towns.</p> <p>Refer to the <b>Reading California Connections Using a Common Core Reading and Writing Focus</b> on pages 13–17 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</p> <p><b>Suggestion:</b> <i>Have students read in pairs or independently.</i></p>	<p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b>Step 4:</b> Tell students to turn to <b>Tales of Two Cities</b> (Student Workbook, pages 4–6). Instruct students to complete the first column of the chart using words to describe the climate, landforms, and resources that drew people to Bodie or China Camp. Review key vocabulary that students will need to complete <b>Tales of Two Cities</b>.</p>	<p><b>L.7.6:</b> Acquire and use accurately... domain-specific words and phrases; gather vocabulary knowledge...</p> <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary...</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 4 (Continued):</b></p> <p><b>Tip:</b> If <b>Student Workbooks</b> need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> <li>■ Have students use binder paper or other lined or unlined paper.</li> <li>■ Have students use a sheet protector over the page and write with a whiteboard marker.</li> <li>■ Do together as a class on a projector or chart paper.</li> <li>■ Project the digital fill-in version and do together as a class.</li> <li>■ Students use digital devices to fill in the digital version found on the website.</li> <li>■ Make student copies when necessary.</li> </ul>	<p><b>L.7.6:</b> Acquire and use accurately... domain-specific words and phrases; gather vocabulary knowledge...</p> <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary...</p>
<p><b>Step 6:</b> Have students complete the second column of the chart on <b>Tales of Two Cities</b> by describing the city of Copán.</p>	<p><b>WHST.6–8.2:</b> Write informative/explanatory texts...</p>
<p><b>Step 7:</b> Review the meaning of “renewable” and “nonrenewable” resources with students. Ask students to give examples of each of these terms using references from the three cities described in the readings. (<i>Shrimp is a renewable resource. Gold is a nonrenewable resource. Corn in the Copán valley was harvested and replanted in the rich soil using methods that maintained the productivity of the soil and the quantity and quality of the harvest. Shrimp in the San Francisco Bay began to be over-fished in a way that over taxed the shrimp fishery and the ecosystem.</i>)</p>	<p><b>L.7.5b:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>RH.6–8.4:</b> Determine the meaning of words...including vocabulary specific to...history/social studies.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...building on others’ ideas and expressing their own clearly.</p>
<p><b>Step 8:</b> Instruct students to answer the questions below the chart in the <b>Tale of Two Cities</b> for homework. The questions address the similarities and differences between these cities and how these cities grew based on their landforms, climate, and the availability of natural resources. If time permits, discuss the questions in class to help students prepare for the homework assignment.</p>	<p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

## Lesson 2: Born in the Shadow of Mountains

Students identify and locate Mexico, Central America, and South America. They create a map that outlines some distinctive features of the region using a set of cards that provides the locations of important resources associated with the features.



Use this correlation in conjunction with the **Procedures** located on pages 54–55 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p><b>RH.6–8.4:</b> Determine the meaning of words...including vocabulary specific to...history/social studies.</p>
<p><b>Steps 1–6:</b> Students view Visual Aids to learn about maps and landforms in Latin America. They then break into groups of four to learn more about maps and draw specific landforms on their maps.</p> <p><b>Tip:</b> Download the digital copies of the Visual Aids before class and confirm the projection works smoothly. See <a href="http://www.californiaeei.org/Curriculum">www.californiaeei.org/Curriculum</a> to download Visual Aids.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g.,...maps) with other information in print and digital texts.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.2:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)...</p>

## Lesson 3: From Tropical Forests to Icy Glaciers

Students listen to a guided visualization that takes them from the Pacific Coast across the Andes to the Amazon Basin to learn how landforms and elevation influence climate. They read about the varying climates in these regions, and create a climate map of Mexico, Central America, and South America.



Use this correlation in conjunction with the **Procedures** located on pages 76–77 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p><b>RH.6–8.4:</b> Determine the meaning of words...including vocabulary specific to...history/social studies.</p>
<p><b>Step 2:</b> Write the terms “climate” and “weather” on the board and ask students to distinguish between them. Lead discussion as directed in the procedures.</p>	<p><b>L.7.6:</b> Acquire and use accurately... domain-specific words and phrases; gather vocabulary knowledge...</p> <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b>Steps 4–5:</b> In groups of 4 students learn about the climates of Mexico, Central America, and South America through discussion, printed texts, viewing a map, and coloring their own climate map.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g.,...maps) with other information in print and digital texts.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>

## Lesson 4: Hotbed of Biological Diversity

Students use a map to identify and locate ecosystems in Mexico, Central America, and South America. They look at landforms, climates, and ecosystems to learn about the availability of ecosystem goods and the locations of ecosystem services that benefited the Inca, Maya, and Aztec.



Use this correlation in conjunction with the **Procedures** located on pages 90–91 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p><b>RH.6–8.4:</b> Determine the meaning of words...including vocabulary specific to...history/social studies.</p>
<p><b>Step 2:</b> Students review the maps from Lessons 2 and 3. They read <b>Ecosystem Background Information</b> (Student Edition, page 17–18). Then they identify relationships between landforms, climates, and ecosystems in Latin America.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p><b>Step 3:</b> Project <b>Maya, Inca, and Aztec Regions – Ecosystems</b> (Visual Aid #8). Explain that this map show the relationships between the ecosystems and political boundaries of these ancient civilizations. Have students identify these relationships.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p><b>Step 4:</b> In groups of 4 students match ecosystems goods and the ecosystems where they are found using Information Cards #8–19. Then they discuss as a class and teacher records student’s responses on <b>Ecosystem Goods and Products Chat</b>. (Note: An Answer Key and Sample Answer for this are provided on page 91 of the Teacher’s Edition.)</p> <p><b>Suggestion:</b> Use pair-share technique in this class discussion to engage all students and elicit ideas.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...building on others’ ideas and expressing their own clearly.</p>
<p><b>Steps 5–6:</b> Review and discuss the term “ecosystem services” with students. Project Visual Aids #9–11. As each image is shown ask students to describe the “service” being provided and what ecosystem the process is part of.</p>	<p><b>L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;... important to comprehension or expression.</p>



## Lesson 5: Treasure as Tribute from a Rich Land

Students examine historical documents to develop an understanding of the types of resources valued by ancient Meso-American cultures. They apply the Aztec numbering system to calculate the quantities of resources demanded in tribute. Students discuss how natural resources formed the basis of economic and trading systems.



### Session 1

Use this correlation in conjunction with the **Procedures** located on pages 110–111 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.	<b>RH.6–8.4:</b> Determine the meaning of words...including vocabulary specific to...history/social studies.
<b>Steps 4–7:</b> Organize students into five groups and assign each group one of the five Aztec provinces. Tell students that they will use <b>Key to Tribute Records</b> (Student Edition, pages 20–22) and <b>Aztec Province Glyphs</b> (Student Edition, page 23) to identify at least five tribute items from their assigned providence and quantities of each.	<p><b>L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words...</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.8:</b> Gather relevant information from multiple print and digital sources...</p>

### Session 2

Use this correlation in conjunction with the **Procedures** located on page 112 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<b>Step 1:</b> Students return to the five groups from session 1 and share examples of the types and amounts of tributes their province exported to the Aztec capital.	<b>SL.7.4:</b> Present claims and findings... emphasizing salient points in a focused, coherent manner with...details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Student Tasks	Common Core Standards Applications
<p><b>Steps 2–3:</b> In their groups, students use <b>Aztec Numbering System, Key to Tribute Records, and Aztec Province Glyphs</b> to identify all of the ecosystem goods being paid in tribute from their province and their quantities.</p>	<p><b>SL.7.2:</b> Analyze the main ideas and supporting details presented in diverse media and formats...and explain how the ideas clarify a topic...</p>

## Lesson 6: Development of Urban Societies

Students learn the components of urban societies. In small groups, they read about an ancient Maya, Aztec, or Inca city. As a class, they share specific examples from each city, and discuss how climate and types of ecosystem affected the economy, trade, and development of urban societies.



Use this correlation in conjunction with the **Procedures** located on pages 136–138 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p><b>RH.6–8.4:</b> Determine the meaning of words...including vocabulary specific to...history/social studies.</p>
<p><b>Step 3:</b> Review and discuss each of the components of urban societies so that students are aware of what to look for as they read about examples of ancient Maya, Inca, and Aztec cities.</p> <p><b>Suggestion:</b> Specifically point out the process of how the development from agricultural settlement to urban cities and societies happened.</p>	<p><b>RH.6–8.3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases...including vocabulary specific to...history/social studies.</p>
<p><b>Step 4:</b> Divide students into small working groups and assign each group a civilization. After reading their story have group discuss any references to the seven components of urban societies. Have them answer questions 1–7 on the <b>Development of Urban Societies</b> (Student Workbook pages, 11–12).</p>	<p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.2:</b> Analyze the main ideas and supporting details presented in diverse media and formats...and explain how the ideas clarify a topic...</p> <p><b>WHST.6–8.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 5:</b> Regroup the class and use the questions in the procedures to focus discussion on urban societies. Direct students to use specific examples from their assigned reading to help complete the <b>Components of Urban Societies Chart</b>. (Note: An Answer Key and Sample Answers for the <b>Component of Urban Societies Chart</b> are provided on page 138.)</p> <p><b>Suggestion:</b> Have students compare and contrast the text used to create the charts.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>SL.7.4:</b> Present claims and findings... emphasizing salient points in a focused, coherent manner...use appropriate eye contact, adequate volume, and clear pronunciation.</p>

### Reading *California Connections* using a Common Core Reading and Writing Focus

#### Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the ***California Connections*** selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis. **(RH.6–8.1)**
- Note how the author sets up the central ideas or information; and provide an accurate summary of the text distinct from prior knowledge or opinions. **(RH.6–8.2)**
- Identify key steps in a text’s description of a process related to history. **(RH.6–8.3)**
- Note how the author explains the meaning of key words, phrases, and vocabulary related to history/social studies. **(RH.6–8.4)**
- Analyze the structure the author uses to organize the text; describe how a text presents information (e.g., sequentially, comparatively, causally). **(RH.6–8.5)**
- Analyze the author’s point of view and purpose, including watching for loaded language and inclusion or avoidance of particular facts. **(RH.6–8.6)**
- Note how the information in the ***California Connections*** text integrates with information provided throughout the unit in diverse formats, including charts, graphs, photographs, videos, or maps. **(RH.6–8.7)**
- Distinguish among fact, opinion, and reasoned judgment in a text. **(RH.6–8.8)**
- Analyze the relationship between a primary and secondary source on the same topic. **(RH.6–8.9)**
- Note comprehension strategies for understanding text. **(RH.6–8.10)**

**Note:** Standard descriptions from the *Reading Standards for Literacy in History/Social Studies* are paraphrased and combined, using terminology that applies to reading a *California Connections* selection.

#### Writing

Many ***California Connections*** selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

#### Using the *California Connections* Selection


The following pages note specific places where the ***California Connections*** selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

**L.7.5b:** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

California Connections: From Boom to Bust, California Ghost Towns  
Lesson 1 | page 1 of 4

## From Boom to Bust, California Ghost Towns


### Part 1



Many people still associate California with the Wild West. They remember the rough frontier and the promise of wealth that drew cowboys and fortune hunters. Television and movie Westerns keep these memories strong. These shows continue to be popular, glamorizing this era more than 150 years after the Gold Rush.

What is the truth behind the glamour of these so-called wild places? Some of them grew rich quickly (boomed), went broke quickly (busted), and then left their abandoned corpses as ghost towns. How did the way people used resources seal the fates of these towns?

Two ghost towns tell the story. Bodie, located high in the eastern Sierra, promised riches that outweighed its bleak climate. Chinia Camp, a village founded in the 1870s in the mild climate of San Francisco Bay, held its own proverbial "gold mine" in the form of shrimp. The fates of these two towns closely resembled each other, despite the towns' many differences.



Bodie State Park, California

**Bodie's Boom**

The town of Bodie sprouted in a treeless scrubland at 8,375 feet (2,553 meters), where the peaks of the eastern Sierra rise sharply from the high desert of eastern California. Until the 1800s, the dry, cold climate and rugged landscape supported only small numbers of nomadic Northern Paiute Indians. But the geologic forces that created the unique landscape also exposed gold, a mineral so valuable that settlers flocked to this harsh land.

Although gold was first discovered in Bodie in 1859, it was not until 1875 that a cave-in exposed enough of the ore to attract San Francisco investors who fueled the town's

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**WHST.6–8.2a:** Introduce a topic clearly, previewing what is to follow...as appropriate to achieving purpose; include... graphics...

**Suggestion:** Note how the author begins the section and explain to students how they can carefully craft how they begin their own writing assignments.

**RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.


- *Boomed*
- *Busted*
- *Nomadic*

**L.7.6:** Acquire and use accurately... domain-specific words and phrases; gather vocabulary knowledge...

- Bonanza
- Silt-laden
- Saltgrass

California Connections: From Boom to Bust, California Ghost Towns  
Lesson 1 | page 2 of 4

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Drawing of China Camp children

growth. With the financial backing in place for the costly operations needed to extract the ore, Bodie boomed. The Standard Mining Company began massive mining operations and earned more than \$784,000 from gold and silver in 1877 (approximately \$446,000,000 in 2008 dollars). This bonanza drew hundreds of prospectors, especially as reports spread that ore gushed from a gigantic vein. Early luck led to overly optimistic and ever-bigger investments.

With a single industry at the base of its economy, Bodie developed into a gamble. Certain goods needed to support mining did not exist in the local ecosystem; for example, townsfolk needed wood for construction, mineshaft beams, and heating, but Bodie had few trees. The Bodie and Benton Railway formed in 1881, just to bring in lumber.

Despite the lack of local resources, many services developed to support people in the growing city. Bodie became known as a brash town full of saloons and gambling halls. The real-life version of a Western movie, behavior in Bodie resulted in many shoot-outs and near daily body counts.

**Growth of China Camp**

Many Chinese immigrants who originally came to the U.S. to work on the railroads found themselves out of work after the Gold Rush. During the recession of the 1870s, many of these workers headed toward the coast and the mild climate of the San Francisco Bay.

Fed by the silt-laden waters of the Sacramento-San Joaquin River Delta, the San Francisco Bay offered a diversity of marine resources, including the delicious California bay shrimp. Saltgrass around the bay supported huge populations of these creatures in the mid-1800s.

Many Chinese in California hailed from the Pearl River Delta, where shrimping was a well-established industry; the new settlers used the same skills to duplicate their success in Northern California. Chinese immigrants settled in numerous "shrimp camps" on the San Francisco and San Pablo bays. China Camp, on the shores of San Pablo Bay directly across from the delta in an area of extensive mudflats, saltgrass, and pickleweed, was the largest of these camps, with 500 residents at its peak.

Like Bodie, China Camp consisted mainly of men. The camp provided a few services and shops, including a marine supply store. Shrimpers in China Camp coordinated their efforts by circling their boats close together; they ate, drank tea, and relaxed as a group as the tide swept shrimp into nets set in tidal mudflats. These shrimpers pulled in large catches thanks to their special bag nets. Initially, they dried most of the catch and sent it back to China. By 1885, the fishermen were bringing in more than 500,000 pounds of shrimp for export and local consumption.

**WHST.6–8.2b:** Develop the topic with;...concrete details...

**Suggestion:** Have students identify what the main topic of the story is and then have them find concrete details in the text to support the topic. For further extension, have students research China Camp and its history.

**WHST. 6–8.2c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**Suggestion:** Discuss how the phrase "Like Bodie" connects the facts about the preceding town with this one.

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**RH.6–8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

**Suggestion:** Have students point out the evidence the author provides. Also allow students to offer suggestions on any possible speculation in the text.

**RH.6–8.5:** Describe how a text presents information...

■ Cause and effect

**Suggestion:** Have students determine the causes and effects in the text. Ask students if the author provides enough evidence to support the claims.

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## Part 2

### Bodie's Bust

The gold in Bodie lasted only a few years. After peaking in mid-1880 at about 7,000, the population dropped to 3,000 by 1882, when several mining companies went bankrupt. An earthquake made a major mine inaccessible, and the miners decided it would be too difficult and expensive to relocate. With the town's only industry fading, many people went elsewhere for opportunities.

The town lingered on as a few citizens tried to make a simple living off the land. But a harsh winter from 1878 to 1879, claimed hundreds of lives from exposure, disease, and a gunpowder explosion. A major fire in 1937 all but leveled what remained of the town.

Mining continued on a smaller scale until 1942, when a new law passed that limited mining to

endeavors that aided the war effort. Bodie had to be self-reliant to survive, so when the town could no longer tap its minerals for profit, the population dwindled to a few families. The last family left in 1962. Because Bodie was so remote, residents found it nearly impossible to bring their belongings with them when they left. Many of these items remain in Bodie today, forming a well-preserved ghost town full of artifacts now protected as Bodie State Historic Park.

### Crash at China Camp

As demand for bay shrimp grew locally, so did discontent with the success of the Chinese. The anti-Chinese sentiment from the established fishing industry stemmed partly from the bust following the Gold Rush. Unemployed miners traveled to San Francisco



Bodie State Park, California

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**RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

■ Bankrupt

■ Exposure

■ Ghost-town



**RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Suggestion:** While reading the text, have students identify the theme and compare and contrast the two cities before the author does.

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Shrimp boat, China Camp State Park, San Rafael, California

looking for ways to live off the land; with little work to go around, non-Chinese fishermen pressured the government to weaken the competition.

People began blaming the bay's degrading ecosystem on habitat damage caused by the Chinese shrimpers. Pressure led to prohibitive new laws that required special licenses, limited the fishing season, outlawed traditional Chinese fishing techniques, prohibited export, and restricted catch size.

By blaming the Chinese for the bay's decline, legislators overlooked other possible causes, such as the disposal of untreated sewage and the diversion of fresh water by cities. The outlawing of bag nets in 1911 proved the final blow to the Chinese shrimping industry. Eventually only one family-run company remained at China Camp. That family sold the town to the California Department of Parks and Recreation in 1976; what remains can be visited at China Camp State Park.

## Boom and Bust Cycles

Both Bodie and China Camp were founded on one plentiful resource, but residents faced different challenges accessing the resources. During Bodie's boom, financing helped overcome tough physical geography to mine a wealth of minerals. The town went bust when a natural disaster cut off its main way to access these minerals. China Camp boomed because the settlers matched their rich fishing know-how with abundant bay resources. The bust came when social and political pressures kept the shrimpers from using their skills at a time when pollution and other factors increasingly affected the bay's resources.

Both China Camp and Bodie depended so heavily on a single resource that they could not survive when that resource declined or became inaccessible. This problem is typical of many economies based on natural resources. To survive over the long term, a community needs steady access to a variety of resources.

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**WHST.6–8.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**RH.6–8.5:** Describe how a text presents information...

- Cause and effect

### California Common Core State Standards Descriptions

#### Language Standards

- **L.7.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Reading Standards for Literacy in History/Social Studies

- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

#### Speaking and Listening Standards

- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
- **SL.7.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **SL.7.4:** Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.8:** Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**